PADRES HISPANOS EN ACCION

POR UNA SANA GENERACION

GOOD NUTRITION PROMOTES HEALTH

Guide for Parent Nutrition Education

A Joint Project of the Head Start Bureau; the Department of Health and Human Services; and the Food and Consumer Service, U.S. Department of Agriculture

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INTRODUCTION

About Padres Hispanos en Acción Por Una Sana Generación

Purpose

This manual is a guide to using the nutrition education materials produced by Padres Hispanos en Acción por Una Sana Generación (Hispanic Parents in Action for a Healthy Generation). This developmental project was funded through a grant from Kraft General Foods Foundation with additional assistance from the Head Start Bureau, and administered by the American Home Economics Association. The purpose of the project was two-fold: (1) to provide culturally specific nutrition information to three underserved Hispanic populations within Head Start, Mexican-American, Puerto Rican, and Central American families; and (2) to strengthen the nutrition education and parent involvement components of Head Start.

Head Start Nutrition Objectives

The objectives of the nutrition component of Head Start's health services are quoted below:

- To help provide food which will help meet the child's daily nutritional needs in the child's home or in another clean and pleasant environment, recognizing individual differences and cultural patterns, and thereby promote sound physical, social, and emotional growth and development;

- To provide an environment for nutritional services which will support and promote the use of the feeding situation as an opportunity for learning;

- To help staff, child and family to understand the relationship of nutrition to health, factors which influence food practices, variety of ways to provide for nutritional needs and to apply this knowledge in the development of sound food habits even after leaving the Head Start program;

- To demonstrate the interrelationships of nutrition to other activities of the Head Start program and its contribution to the overall child development goals; and

- To involve all staff, parents and other community agencies as appropriate in meeting the child's nutritional needs so that nutritional care provided by Head Start complements and supplements that of the home and community. (Head Start Program Performance Standards, p. 38.)

Head Start Parent Involvement Objectives

The parent involvement objectives, as stated in the *Head Start Performance Standards,* are to:

- Provide a planned program of experiences and activities which support and enhance the parental role as the principal influence in their child's education and development.

- Provide a program that recognizes the parent as:

  - Responsible guardians of their children's well being.

  - Prime educators of their children.

  - Contributors to the Head Start program and to their communities.

- Provide the following kinds of opportunities for parent participation:

  - Direct involvement in decision making in the program planning and operations.

  - Participation in classroom and other program activities as paid employees, volunteers or observers.

  - Activities for parents which they have helped to develop.

  - Working with their own children in cooperation with Head Start staff.

Project Elements

Needs Assessments: Project staff, in cooperation with Head Start personnel, conducted needs assessments at selected Head Start centers with large concentrations of the three groups to determine:

- Nutrition-related problems
- Literacy levels
- Appropriate format and content for nutrition education materials

Development of Materials: Using the findings from these needs assessments to determine format as well as content, the following materials were designed and produced:

- Three 15-minute Spanish-language parent-training videos, specific to Mexican American, Puerto Rican, and Central American Head Start parents.
- A Spanish-language calendar containing a nutritional theme for each month, tips for parents, and culturally appropriate, nutritionally sound recipes.
- A training guide, in English, to assist in the use of these nutrition education materials.
- A model for a short-term training program to produce a pool of trainers to implement the project.

Field-Testing: After the videos and calendar were developed, project staff tested the materials at selected Head Start centers to determine their effectiveness and cultural acceptability. The three pilot sites were located in the same area as the needs assessment sites and possessed the same demographic characteristics. Results of this field testing showed an overwhelmingly positive response from both parents and Head Start staff.

Implementation: The Padres Hispanos en Acción educational materials are published cooperatively by the Head Start Bureau in the U.S. Department of Health and Human Services and the Food and Consumer Service in the U.S. Department of Agriculture. The two agencies will disseminate the materials to Head Start grantees and delegate agencies across the Nation, with a special focus on those in states with the highest Hispanic population and enrollment in migrant programs. Coordinators in the USDA Nutrition Education and Training Program and a group of trainers will work with Head Start staffs to prepare them to present the materials to Hispanic parents.

About This Guide

Materials Covered by This Guide

This guide will assist trainers in using the materials developed by the project: three 15- minute Spanish- language nutrition education videos and a calendar, also in Spanish. The three videos—one for each cultural group—begin with the same "novela," or story. Each concludes with a different cultural heritage celebration at a Head Start center. This final segment is actually filmed in a Head Start center with children and parents from the targeted group.

In the calendar, each month has a specific main message, tips for parents, and a nutritious recipe from one of the three cultures. The calendar has been designed to present messages that are consistent with those of the U.S. Department of Agriculture (USDA) / U.S. Department of Health and Human Services (DHHS) Dietary Guidelines for Americans and Food Guide Pyramid. Also, the recipes were developed to encourage these populations to continue eating the most nutritious foods from their own cultures, as well as adopting healthful alternatives from other U.S. cultural groups.

For more detailed information on the videos and calendar, see the following sections, "About *La Buena Nutrición Promueve La Salud* (Good Nutrition Promotes Health) Nutrition Education Videos" and "About *La Buena Nutrición Promueve La Salud* Nutrition Education Calendar."

Who Should Use This Guide

This guide is designed for use by Head Start staff, home economists, parents, and others who provide nutrition education for the parents of Hispanic Head Start children. Although the guide is written in English to make it accessible to all Head Start personnel, the video and calendar covered by the guide are in Spanish. Therefore, persons who prepare the Head Start personnel to use the Padres Hispanos En Acción materials with Hispanic parents and those who provide the educational program to the parents should have the following minimum qualifications:

- Fluency in both Spanish and English, or the assistance of someone who is fluent in both languages
- Effectiveness in presenting educational programs
- Some knowledge of basic nutrition
- Cultural sensitivity and knowledge about cultural diversity

How to Use This Guide

Organization. This guide has four basic units:

- Introduction. This section covers general information about the project, the training guide, and an overview of the nutrition education materials.
- Parent Education Session Plans. In this section are suggestions for planning the meetings with parents, ways to use to the video and the calendar and sample activities necessary for setting up your training sessions.
- Resources. In this section you will find resources and information related to nutrition, educational and training techniques, and selected aspects of Mexican-American, Puerto Rican, and Central American cultures.
- Appendixes. This final section contains the complete English translation of the Padres Hispanos En Acción video script and the calendar content.

Suggested Approach. The following approach is suggested for the use of this guide:

- Read the introductory section in its entirety. This will let you know if the materials suit your needs and what basic resources you will need to conduct a parents' session.

- Watch the video for your cultural group at least twice—once to get the general effect, the second time to take notes on points of interest, questions, etc. If necessary, consult the English script, Appendix A of this guide, for translation of particular terms.

- Review the calendar at least twice—once to read all the themes and tips; the second time to review the recipes. Make notes and check English translation where necessary (especially with regard to ingredients in recipes.)

- Skim the sections on use of the video and the calendar.

- Browse through the resources to see what might best fit your needs. Then go back and read in detail those resources that you have identified as important for you.

- Reread the sections on using the materials, making changes in format and content to adapt them to your situation and skills, if necessary.

- It will help your meeting run smoothly if you sketch out a plan in writing beforehand. Forty-five minutes to one hour is a desirable length for each meeting.

- The first session with any group should focus on the video. In subsequent sessions, you can discuss both the video and the calendar.

- If you are unable to conduct a series of meetings with parents, other ways you might use these materials would be in home visits, parent appreciation luncheons or at a Latin foods festival.

About *La Buena Nutrición Promueve La Salud* Nutrition Education Videos

Overview

In accordance with the findings of the needs assessments, the three Spanish-language videos were produced principally in "novela," or story, format, with a final documentary-style segment filmed at a Head Start center. The novela portion, which is the same for all three videos, features three families, differing in both cultural background and family structure: One is a traditional father-headed family; another consists of mother, grandmother, and child; and the third is a single-mother and child. The final segment of each video, which depicts a cultural celebration at a Head Start Center, is specific to one of the three cultures—Mexican-American, Puerto Rican, and Central American—and was filmed at a preselected center with a large concentration of that particular group.

Cultural Accuracy

All aspects of the videos, including word choice, were reviewed carefully for cultural accuracy and sensitivity by project staff, advisory committee, and consultants.

Nutrition Messages

The nutrition information presented by the videos relates to the major issues identified in the needs assessments: overweight, anemia, stunting, and baby-bottle tooth decay.

To address these issues, the novela's characters suggest:

- Eating plenty of fresh fruits and vegetables
- Choosing foods low in fat and sugar *
- Getting regular physical activity
- Setting a good example for children
- Consuming foods that contain iron with a food source of vitamin C
- Putting babies to bed without a bottle

* Incorporate information on types of fat, including saturated fat, and low sugar foods from the supplemental materials packet. Other references to fat appear on page 17 in the Month by Month Synopsis of the calendar content.

The nutrition information in both the videos and the calendar corresponds to that in the USDA/DHHS Dietary Guidelines for Americans and the Food Guide Pyramid to insure that parents receive consistent and clear nutritional messages.

Scene-by-Scene Synopsis

Scene 1

Setting: Children, including Mónica and Pedrito, playing hop scotch on the street in an inner city neighborhood. Their mothers, Carmen and Olga, watch from the front stoop.

Summary: Pedrito is too tired to play because he has anemia.

Scene 2

Setting: Carmen, Olga, Mónica, and Pedrito selecting fruits and vegetables at a store front.

Summary: After discussing nutrition with Carmen, Olga decides to try to improve Pedrito's health by giving him nutritious snacks and setting a better example.

Scene 3

Setting: Olga, Pedrito, Mónica, and Carmen in the kitchen of Carmen's apartment. The children are playing with a model of the Food Guide Pyramid.

Summary: Olga and Carmen talk about how Mónica was once anemic even though she was overweight.

Scene 4

Setting: This starts with a flashback to Mónica dancing with her grandmother. Then back to Carmen's kitchen.

Summary: In this scene the mothers talk about the importance of exercise for good health, how foods should be eaten in moderation, and how putting babies or children to bed with a bottle can cause tooth decay. Dolores shows how to save money and reduce fat (compared to ice cream) and sugar (compared to regular popsicles) by making popsicles with fruit juice. She emphasizes the importance of introducing new fruits to children one at a time when they are in season or on sale. The women talk about the upcoming Latin Roots Festival at the Head Start center and begin planning traditional menus using cooking methods that reduce fat content.

<u>Scene 5</u>

Setting: The three mothers at a supermarket buying vegetables.

Summary: The mothers talk about the pros and cons of buying in quantity. This scene also shows the mothers buying a variety of nutritious vegetables.

<u>Scene 6</u>

Setting: Olga and Enrique's apartment.

Summary: This scene shows Enrique, Olga's husband, learning to cook a stew. Again, many traditional vegetables and roots are featured. Also, Enrique and Olga are pictured as enjoying cooking.

Head Start Center Scenes:

The scenes at the Head Start centers begin with the preparations for the Latin Roots Festival—children and staff making decorations and parents preparing the food. Then we see the festival with its tables of nutritious, traditional foods and scenes of parents, staff, and children all enjoying a cultural celebration. Each of the three videos celebrates a different subgroup in the final scene –Mexican–American, Puerto Rican, and Central American –and is set in a Head Start center with large population of that group.

Appendix A is a complete English translation of the videos.

About *La Buena Nutrición Promueve* La Salud Nutrition Education Calendar

Overview

This Spanish- language calendar is undated to enable it to be distributed at nutrition education programs over a period of several years. The calendar is 11" by 17" when opened and is designed to be hung on a wall.

For each month, the top of the calendar consists of a theme superimposed on a related photograph. Derived from the original needs assessments, these themes reinforce the ideas presented in the videos. In addition, they have been carefully formulated to correlate with those in the USDA/ DHHS Dietary Guidelines for Americans and the Food Guide Pyramid to maintain consistent messages.

The bottom half of the calendar contains the days of the month and a nutritious, culturally derived recipe that illustrates the theme. At the bottom of this page is an additional suggestion or tip for parents that reinforces or amplifies the main theme. Where the cultures use different terms for foods, those terms have been included in parentheses. (A nutritional analysis for the recipes is given in the Resources section of this guide.)

Month-by-Month Calendar Synopsis

January

Photograph:	Children playing with a Food Guide Pyramid toy
Theme:	Good nutrition promotes health.
Tip:	For good nutrition, eat a variety of foods every day.
Recipe:	Rice with Chicken

February

Photograph:	Demonstration of iron-rich recipe, Gallo Pinto
Theme:	Iron helps to prevent anemia.
Tip:	Some of the foods that contain iron are: legumes (for example, beans), meat, seafood, dark green leafy vegetables, whole grains and enriched bread.
Recipe:	Gallo Pinto

March

Photograph:	Mothers examining reduced-fat dairy products.
Theme:	Limit fats and oils for cooking.
Tip:	Foods containing considerable amounts of fat are: lard, pork back, bacon, butter, margarine, cream, and oil. Fried foods also contain a considerable amount of fat.
Recipe:	Meat and Vegetable Stew

April

Photograph:	Parents and children dancing
Theme:	Regular exercise can help prevent overweight.
Tip:	Maintaining proper weight may help to avoid or control diabetes and high blood pressure.
Recipe:	Fish with Tomatoes

May

Photograph:	Child being measured
Theme:	Children need calcium for normal growth and to maintain strong bones and teeth.
Tip:	Increase calcium in your diet by using milk, cheese, yogurt, especially broccoli and dark green vegetables.
Recipe:	Orange Shake

June

Photograph:	Mother and child preparing fruit together
Theme:	Fruits and vegetables are good sources of vitamins and fiber.
Tip:	Vegetables and fruit are tastier and more economical in season.
Recipe:	Five a Day Fresh Fruit Salad

July

Photograph:	Child drinking a glass of water
Theme:	Drink plenty of water, especially during hot weather...
Tip:	Fruit juices provide vitamins and minerals.
Recipe:	Fruit Smoothies

August

Photograph:	Mother offering fruit to child
Tip:	Fruits and vegetables make healthy snacks.
Theme:	Offer a variety of nutritious snacks, low in fat, salt, and sugar.
Recipe:	Black Bean Spread — to be served with raw vegetables

September

Photograph:	Mother and child working on grocery list.
Theme:	Planning your meals saves time and money.
Tip:	Children learn by observing you. Set a good example.
Recipe:	Meat and Bean Tacos (Burritos)

October

Photograph:	Mother helping child wash hands
Theme:	Enjoy good health; handle foods correctly.
Tip:	Wash your hands before and after preparing and eating food.
Recipe:	Chicken Fajitas

November

Photograph:	Infant drinking from a cup
Theme:	Teach your children to take care of their teeth from infancy.
Tip:	To help prevent cavities, do not put your child to bed with a bottle. Feed them with a cup from the age of six months.
Recipe:	Red Bean Stew

December

Photograph:	Family eating holiday dinner
Theme:	By sharing your traditions with your children, you stimulate interest in their culture.
Tip:	Let's maintain our tradition—exercise and good nutrition.
Recipe:	Rice Pudding

A complete translation of the calendar, including the recipes, is provided in Appendix B of this guide.

Pre-Session Planning

Advance Planning

- Read the section on "Who Should Use This Guide," on page 11. This section tells you all the skills you will need to present the session and will help you decide whether you should have someone assist you.
- Set the date and time for your meeting. Check staff schedules, availability of meeting room, vacations and holidays, etc.
- Reserve your meeting room. Make sure it is:
  - Comfortable
  - Well-lighted
  - Adequately ventilated
  - The right size for your group
- Invite the parent group. Use your knowledge of your group to determine the best way to invite them. You could send an announcement home with the children, distribute it at another event, tack up a notice and/or sign-up sheet on a suitable bulletin board, or mail the invitation to the parents. Just make sure that they receive it in plenty of time—a week to ten days is probably about right.
- Choose a seating arrangement and room set-up. You should select a seating arrangement that fits your objectives, the size of your group, and your room. Sitting in a circle, for example, allows group mebers to see each others' faces, which tends to increase interaction. Podiums and lecterns may tend to separate you from your audience and inhibit communication.
- Gather your materials. Use the materials list on your training session plan as a check list to insure that you have all your supplies and equipment. Jot down at the bottom of that list any special materials that you require, such as extension cords, sign-in sheets, name tags, etc.

- Prepare your Meeting Plan. Follow the "Suggested Approach" paragraph of the "About This Guide, " section to determine how to tailor the sessions with parents to suit your particular situation.

Setting Up

Make sure that you arrive early enough to set up everything you need. Check your materials list one more time. Be sure to test your equipment immediately after it is set up to be sure that no problems occur that could delay your session.

Getting Acquainted

As the participants arrive, hand each one a name tag (if you have decided to use them) and/or ask them to sign the attendance sheet. This will help you become acquainted with the participants before the session begins. Also allow time for group members to introduce themselves. These measures will help reduce the initial anxiety that some members of the group may feel.

Presentation

Follow the session plan that you have specially developed for this group, without being too rigid. Your presentation should have a clear introduction, main body, and conclusion. A section on preparing your presentation included in this guide gives suggestions on effective training. (See Resources.)

Use of the Video
La Buena Nutrición Promueve La Salud

Purpose

- In a series of meetings, present to parents the nutrition ideas in the video.
- In each meeting, to focus on at least one scene in the video that the group chooses with a full discussion of the nutrition ideas conveyed in that scene.

Materials

- Video, La Buena Nutrición Promueve La Salud
- VCR and television screen
- Flip pad, chalk board, or white board
- Markers, chalk, or pens

Directions for Working With Parents

- Introduce the film by discussing some general background on the "Padres Hispanos En Acción por una Sana Generación" project. Tell the parents that the needs assessment showed that the three most serious health problems affecting Hispanic children from the three subgroups were anemia (low iron in the blood), overweight, and stunting (inadequate growth). Discuss with them how the video talks about making nutritious food choices which can improve health.
- Let the group know that a discussion will follow the video and ask them to choose a scene from the video, as they watch, that they would like to talk about in detail.
- Show the video.
- Ask the group what they thought of the video. Be sure to write their reactions to the video and the follow-up questions where the group can see them.

- Ask what scene they remember most from the video. Rewind the tape and show again the scene that they have chosen. Follow up with discussion questions on that scene (see the following pages) . If the group wants to discuss several scenes, choose one or two for a meeting, and then plan to talk about other scenes at the next meeting.

Questions and Answers Session

- On the following pages you will find:
  - summaries of the main ideas in the video
  - follow- up questions with suggestions of possible parents responses (possible parent responses are given in parentheses)

Scene 1 Children playing Hopscotch

Summarize the Main Idea

- Eating a variety of nutritious foods in moderation gives you the energy you need.

Follow-up Questions

- Ask the group to talk about why they liked this scene.
- Ask the group to name some very nutritious snack foods.
- Ask the group to name a few common snack foods that are less nutritious. (Candy, chips, and soft drinks.)[1]
- Ask the group how snacks can fit into an overall diet that is low in fat and includes sugar and salt in moderation.
- Ask what foods the video showed as being better choices. (Fruits and juices.)

Wrap-up

- End the discussion by pointing out that fruits and juices contain many nutrients that help children to grow and be healthy: vitamins A and C.

[1] Possible answers are given in parentheses

Scene 2

A store front where the women are selecting fruits and vegetables

Summarize the main ideas

- Fruits and vegetables should make up a large part of the diet.
- Children need to follow a good example so that they will make healthful food choices.

Follow-up Questions

- Ask the group what fruits are good sources of vitamin C. (Citrus fruits such as oranges, grapefruit, lemons, and limes; melons such as honeydew, cantaloupe, and watermelon; pineapple; mango; kiwi; papaya)
- Talk about why vitamin C is important:
  - Vitamin C can help to keep many parts of the body healthy: skin, gums, and blood vessels.
  - It is necessary for children's teeth and bones to grow strong and hard.
  - Vitamin C can help to prevent infection and heal wounds.
  - Vitamin C also can help the body absorb iron.
- Ask why iron is important.
  - Ask which foods are good sources of iron. (Dried beans, green leafy vegetables like spinach, beef, pork, enriched bread, and whole grain products.)
  - Iron in the blood helps carry oxygen to all parts of the body.
  - Too little iron in the blood causes iron-deficiency anemia, which may cause children to be too tired to play and learn.
  - Iron is needed to help the body to grow.
- Ask the group to come up with some ideas for iron-containing foods that can be eaten with vitamin C-containing foods. (Whole grain toast with orange juice for breakfast, beans with tomatoes for dinner.)

Wrap-up

- End the discussion by pointing out that if their children see them making wise food choices, they will be more likely to learn to make wise choices too.

Scenes 3 & 4

Children working on the Food Guide Pyramid in Carmen's kitchen and flashback of Mónica dancing with her grandmother

Summarize the main ideas

- Overweight children are not necessarily healthy. They may be anemic and lack energy.
- A good diet and exercise help children maintain good health.
- The Food Guide Pyramid is a good way teach about the variety and amounts of foods we need every day.*
- Sugar in foods, even if natural, can cause cavities.

* Incorporate information on use of the Food Guide Pyramid, anemia and tooth decay from the supplemental materials packet.

Follow-up Questions

- How is it that even an overweight child can be anemic? (If a child eats too many foods that are low in iron and other nutrients but high in calories and gets too little physical activity, he may be come overweight and anemic at the same time.)
- Ask the group to think of ways to help their children get more exercise. (Turning off the television, dancing, playing outdoor games with their children.)
- Ask the group to name foods that contain sugar and could cause cavities. (Candy, soft drinks, cakes, pies, cookies, dried fruits, juices, and milk.) Ask the group how they can take care of their teeth to prevent cavities. (Brush after eating, visit dentist for checkups regularly.)
- Ask the group how much milk a child should have each day. (2-3 cups of milk per day; children under the age of two should have whole milk; reduced-fat milk is recommended for children over the age of two.)
- Ask what problems can be caused by drinking too much milk. (It may take the place of other healthy foods, such as meats, fruits, and vegetables and so cause anemia.)

Wrap-up

- End the discussion by saying that exercise and a diet containing a variety of nutritious foods give a child the best chance for being healthy.

Scene 5 Planning for the Latin Roots Festival in Dolores' kitchen

Summarize the main ideas

- Experiment with a variety of fruits and vegetables when they are in season.
- Brush teeth after meals.
- Cook foods using little fat or oil.
- Buy foods in large quantities to save money but only if you use all the food.

Follow-up Questions

- Ask the parents to come up with ideas for adding new fruits and vegetables to their diet. (Review the idea in the video of freezing juice pops, sharing a favorite fruit recipe at their next meeting, planning a group potluck where each would bring his or her favorite vegetable dish.)
- Ask which cooking methods use little fat.* (Baking, broiling, and stewing instead of frying; controlling the amount of mayonnaise, butter, margarine, and oil that is added to foods.)
- Ask for specific ideas on preparing foods with less fat. (Instead of adding a quarter cup of oil to rice dishes, the rice can first be browned in a tablespoon of oil before adding other ingredients; instead of adding butter to vegetables, serve them with herbs and fresh lemon juice; yogurt or reduced-fat sour cream can be substituted for sour cream in some dishes.)

* Refer to supplemental materials packet for information on the reason why maintaining desirable weight is important to your health and how to lower fat intake to help in disease prevention and control.

Wrap-up

- End the discussion by encouraging the group to try a new, in-season vegetable prepared with little fat during the week. The group can exchange experiences and ideas at the following meeting.

Scene 6 Enrique cooking

Summarize the main idea

- Nutritious foods can be fun.

Follow-up Questions

- Ask the group to come up with some fun food activities that they would enjoy. (Progressive dinners where successive parts of the meal are prepared and eaten at different locations, such as a church, a school, the Head Start center, or group members' homes; a regional food festival where group members from the same country or region plan a booth that displays native crafts, clothing, music, art, dancing, and food; an invitation to a group at another Head Start center that they join your group for a potluck dinner and an exchange of ideas.)

Wrap-up

- End the discussion by scheduling a time to plan and put the ideas into action.

Use of the Calendar
La Buena Nutrición Promueve La Salud

Purpose

- To present the nutrition messages in the calendar by focusing on each monthly theme, tip and recipe over a series of parent meetings.
- To coordinate these messages as appropriate with the video messages for reinforcement of the ideas.

Materials

- Calendar, with sufficient copies for group members.
- Flip pad, chalk board, or white board
- Markers, chalk, or pens
- Blender, spatula, several small platters and bowls, napkins.

Directions

- Choose a recipe to be demonstrated at each session. Here is an example from the calendar, featuring a snack item.
- Have ready the ingredients for making the black bean dip on the calendar recipe and a variety of raw vegetables for dipping; quantities can be adjusted depending on the size of the crowd that you are expecting. (Having all ingredients chopped and measured ahead of time will make for a smoother presentation.)
- Discuss the purpose and the activities planned.
- Be sure to write group ideas and answers to the following discussion questions where the group can see them.
- Ask the group about the qualities of a snack as part of a day's food (fits into a diet low in fat and containing sugar and salt in moderation, high in nutrients and fiber, inexpensive, easy to prepare, and offered far enough from main meals to avoid spoiling the appetite).
- Demonstrate how to prepare the dip. Once prepared, pass it along with the raw vegetables on platters throughout the group.

- Ask for the group's reaction to the dip and suggestions for improvement.

- Ask group members if their children enjoy helping with family grocery shopping and food preparation. Ask what types of snacks that the children enjoy. Reinforce the idea that children will enjoy eating and will learn more about healthy eating if they are encouraged to participate in food selection and preparation. Make sure preparation activities are safe, e.g., no sharp knives given to young children.

- Suggest the following activity for the next week: Ask participants to take their children to the market to choose raw vegetables that they enjoy. Take the vegetables home to be cleaned and prepared, along with the dip, with the help of the children. Serve and enjoy! Ask participants to report back on the reaction of the children at the next meeting. (See variation below.)

- Get ideas from the group on other healthy snack ideas.

- If the group has previously seen the video "La Buena Nutrición Promueve La Salud," ask the group how this recipe agrees with many of the nutrition ideas in the video (e.g., healthy snacks for increased energy and normal growth; the iron in the beans helps fight against anemia and the vitamin C in the vegetables helps the body to absorb the iron; using less fat and sugar; making inexpensive foods; using vegetables in season.)

Wrap-up

- Summarize the main ideas of the lesson and ask if there are questions.

Variation

- Instead of using canned beans, the day before preparation, have the children select from a colorful variety of dried beans at the grocery store. Allow the children to mix the various packages together and select a handful or two for the dip. The rest of the mixture can be saved for soups and other recipes. Soak the hand fuls of beans overnight and cook until soft. Substitute for the canned beans in the dip recipe. Although more time consuming, children love choosing and handling the variety of shapes and colors of the many beans.

Additional Activities

See the following pages.

Additional Activity 1

What are some food ideas for nutritious, healthful snacks that children will like?

Give parents a few examples of nutritious snacks and ask them to suggest others:

- Low fat yogurt with fruit
- Applesauce (with no sugar added) sprinkled with cinnamon
- Carrot sticks and radish roses
- Glass of fruit juice with whole wheat crackers or toast
- Low-fat cottage cheese with pineapple
- Orange sections

See supplemental materials packet for resources on this topic.

Additional Activity 2

Who can name the most dried beans and peas?

See who can name the most dried beans and peas. Also ask them how many different names they can think of for each type of bean or peas.

lentils
red kidney beans
pinto beans
lima beans
garbanzos or chick peas
soy beans
white navy beans
black beans
black- eyed peas
green split peas
yellow split peas
California small white beans
great northern
chili beans
pink beans
cranberry beans
white kidney beans
baby lima beans
mung beans

Additional Activity 3

Talk about the protein in beans and how they can be eaten with grains to make high–quality protein meals without meat.

When you eat these	**Eat some of this too!**
Black Beans	Rice
Pinto Beans	Corn Tortillas
Red Beans	Pupusas
Lentils	Flour Tortillas

Additional Activity 4

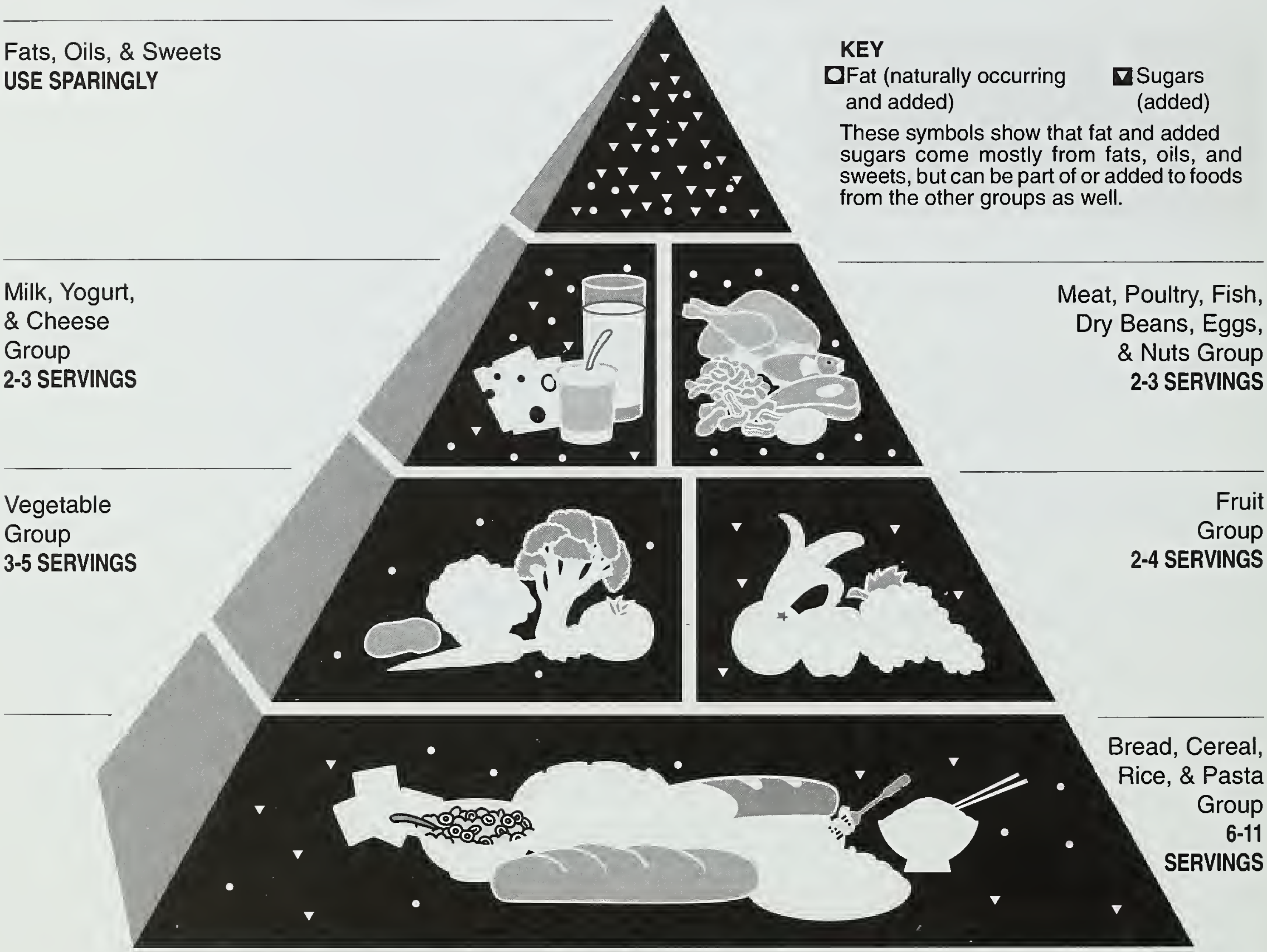
Talk about how to prepare dried beans for cooking.

OVERNIGHT METHOD	QUICK SOAK METHOD
This method uses less time and water for cooking	If you' re in a hurry, use this method.
Put the beans in a colander and rinse thoroughly with warm water. Remove stones and dirt.	Put the beans in a colander and rinse thoroughly with warm water. Remove stones and dirt.
Put beans in a large pot. Add 6 cups of water for each pound of beans.	Put beans in a large pot. Add 6 cups of water for each pound of beans.
Let beans soak for 6 to 8 hours or overnight.	Boil beans and water for 2 minutes, then remove from heat.
Drain beans and cover with fresh water. Beans are now ready to be cooked or used in recipes.	Cover and let sit for 1 hour. Now the beans are ready to be cooked or used in recipes.

RESOURCES

Food Guide Pyramid

A Guide to Daily Food Choices



SOURCE: U.S. Department of Agriculture/U.S. Department of Health and Human Services

Use the Food Guide Pyramid to help you eat better every day ... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk group and two to three servings from the Meat group.

Each of these food groups provides some, but not all, of the nutrients you need. No one food group is more important than another -for good health you need them all. Go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

To order a copy of "The Food Guide Pyramid" booklet, send a $1.00 check or money made out to the Superintendent of Documents to: Consumer Information Center, Department 159-Y, Pueblo Colorado 81009.

U.S. Department of Agriculture, Human Nutrition Information Service, August 1992, Leaflet No. 572

How To Use The Daily Food Guide

What counts as one serving?

Breads, Cereals, Rice, and Pasta
1 slice of bread
1/2 cup of cooked rice or pasta
1/2 cup of cooker cereal
1 ounce of ready-to-eat cereal

Vegetables
1/2 cup of chopped raw or cooked vegetables
1 cup of leafy raw vegetables

Fruits
1 piede of fruit or melon wedge
3/4 cup of juice
1/2 cup of canned fruit
1/4 cup of dried fruit

Milk, Yogurt, and Cheese
1 cup of milk or yogurt
1-1/2 to 2 ounces of cheese

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts
2-1/2 to 3 ounces of cooked lean meat, poultry, or fish
Count 1/2 cup of cooked beans, or 1 egg, or 2 tablespoons of peanut butter as 1 ounce of lean meat (about 1/3 serving)

Fats, Oils, and Sweets
LIMIT CALORIES FROM THESE especially if you need to lose weight

The amount you eat may be more than one serving. For example, a dinner portion of spaghetti would count as two or three servings of pasta.

How many servings do you need each day?

	Women & some older adults	Children, teen girls, active women, most men	Teen boys & active men
Calorie level*	**about 1,600**	**about 2,200**	**about 2,800**
Bread group	**6**	**9**	**11**
Vegetable group	**3**	**4**	**5**
Fruit group	**2**	**3**	**4**
Milk group	****2-3**	****2-3**	****2-3**
Meat group	**2, for a total of 5 ounces**	**2, for a total of 6 ounces**	**3 for a total of 7 ounces**

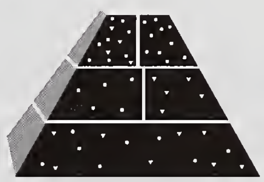
***These are the calorie levels if you choose lowfat, lean foods from the 5 major food groups and use foods from the fats, oils, and sweets group sparingly.**

****Women who are pregnant or breastfeeding, teenagers and young adults to age 24 need 3 servings.**

A Closer Look at Fat and Added Sugars

The small tip of the Pyramid shows fats, oils, and sweets. These are foods such as salad dressings, cream, butter, margarine, sugars, soft drinks, candies, and sweet desserts. Alcoholic beverages are also part of this group. These foods provide calories but few vitamins and minerals. Most people should go easy on foods from this group.





Some fat or sugar symbols are shown in the other food groups. That's to remind you that some foods in these groups can also be high in fat and added sugars, such as cheese or ice cream from the milk group, or french fries from the vegetable group. When choosing foods for a healthful diet, consider the fat and added sugars in your choices from all the food groups, not just fats, oils, and sweets from the Pyramid tip.

Nutritional Analysis of Recipes
La Buena Nutrición Promueve La Salud Calendar

The nutritional analyses below give the amounts of eleven nutrients in one serving for all recipes in the nutrition education calendar. The nutrients listed include most of the nutrients the consumer will find in the "Nutrition Facts" on food product labels in the grocery store.

The nutrients in each recipe that occur in the most significant amounts, in relation to the nutrient needs emphasized in the lessons for parents, are shown in bold type. (Note: figures are rounded up to the nearest decimal point.) The differences in nutrient content in the recipes illustrate the importance of planning meals that include a wide variety of foods.

JANUARY

<u>Rice with Chicken</u>
(Arroz con Pollo)

Calories	612 Kc
Total Fat	**17 g**
Cholesterol	132 mg
Sodium	1390 mg
Total Carbohyrate	63 g
Dietary Fiber	**3 g**
Protein	50 g
Vitamin A	87 RE
Vitamin C	**39 mg**
Calcium	74 mg
Iron	6 mg

FEBRUARY

<u>Rice and Beans</u> (Gallo Pinto)

Calories	356 Kc
Total Fat	**5 g**
Cholesterol	0 mg
Sodium	716 mg
Total Carbohydrate	66 g
Dietary Fiber	**4 g**
Protein	**10 g**
Vitamin A	13 RE
Vitamin C	24 mg
Calcium	50 mg
Iron	**4 mg**

MARCH

<u>Meat and Vegetable Stew</u>
(Sancocho)

Calories	387 Kc
Total Fat	5 g
Cholesterol	47 mg
Sodium	678 mg
Total Carbohydrate	61 g
Dietary Fiber	**3 g**
Protein	27 g
Vitamin A	806 RE
Vitamin C	34 mg
Calcium	79 mg
Iron	5 mg

APRIL

<u>Fish with Tomatoes</u> (Pescado con Tomates)

Calories	190 Kc
Total Fat	**8 g**
Cholesterol	49 mg
Sodium	513 mg
Total Carbohydrate	9 g
Dietary Fiber	1 g
Protein	**22 g**
Vitamin A	82 RE
Vitamin C	**23 mg**
Calcium	59 mg
Iron	1 mg

MAY

Orange Shake (Batido de Naranja)

Calories	129 Kc
Total Fat	under 1 g
Cholesterol	3 mg
Sodium	95 mg
Total Carbohydrate	25 g
Dietary Fiber	under 1 g
Protein	7 g
Vitamin A	133 RE
Vitamin C	**66 mg**
Calcium	**223 mg**
Iron	under 1 mg

JUNE

Five a Day Fresh Fruit Salad (Cinco al Dia Ensalada de Frutas Frescas)

Calories	205 Kc
Total Fat	2 g
Cholesterol	4 mg
Sodium	46 mg
Total Carbohydrate	47 g
Dietary Fiber	**4 g**
Protein	5 g
Vitamin A	147 RE
Vitamin C	**47 mg**
Calcium	132 mg
Iron	under 1 mg

JULY

Fruit Smoothies* (Aguas Frescas)

(Analysis based on Strawberries)

Calories	46 Kc
Total Fat	under 1 g
Cholesterol	0 mg
Sodium	1 mg
Total Carbohydrate	11 g
Dietary Fiber	**2 g**
Protein	under 1 g
Vitamin A	3 RE
Vitamin C	**63 mg**
Calcium	16 mg
Iron	under 1 mg

* Nutrient analysis for this recipe will vary according to the fruits used and added sugar, if any. All combinations, however, should be relatively high in vitamins and fiber and low in fat and calories.

AUGUST

Black Bean Spread (Aperitivo de Frijoles Negros)

Nutrient	Amount Per Serving
Calories	166 Kc
Total Fat	1 g
Cholesterol	0 mg
Sodium	52 mg
Total Carbohydrate	30 g
Dietary Fiber	**5 g**
Protein	10 g
Vitamin A	38 RE
Vitamin C	**7 mg**
Calcium	51 mg
Iron	**3 mg**

SEPTEMBER

Meat and Bean Tacos (Tacos con Carne y Frijoles)

Calories	500 Kc
Total Fat	**17 g**
Cholesterol	62 mg
Sodium	1083 mg
Total Carbohydrate	57 g
Dietary Fiber	**1 g**
Protein	29 g
Vitamin A	106 RE
Vitamin C	13 mg
Calcium	**211 mg**
Iron	**6 mg**

OCTOBER

Chicken Fajitas (Fajitas de Pollo)

Calories	439 Kc
Total Fat	**15 g**
Cholesterol	70 mg
Sodium	905 mg
Total Carbohydrate	42 g
Dietary Fiber	under 1 g
Protein	32 g
Vitamin A	76 RE
Vitamin C	**9 mg**
Calcium	117 mg
Iron	**4 mg**

NOVEMBER

Red Bean Stew (Habichuelas Coloradas Guisadas)

Calories	84 Kc
Total Fat	under 1 g
Cholesterol	0 mg
Sodium	281 mg
Total Carbohydrate	16 g
Dietary Fiber	**3 g**
Protein	5 g
Vitamin A	120 RE
Vitamin C	5 mg
Calcium	28 mg
Iron	**2 mg**

DECEMBER

Rice Pudding (Arroz con Leche)

Calories	321 Kc
Total Fat	under 1 g
Cholesterol	3 mg
Sodium	115 mg
Total Carbohydrate	70 g
Dietary Fiber	under 1 g
Protein	**10 g**
Vitamin A	118 RE
Vitamin C	2 mg
Calcium	**292 mg**
Iron	2 mg

How to Be an Effective Trainer

Qualities of Effective Trainers

Good trainers have the following important qualities:

- Genuine enthusiasm for teaching and learning
- Ability to identify with and care about others
- Patience
- Maturity
- Energy
- Ingenuity
- Flexibility
- Friendliness

Effective Communication

A good trainer communicates well with the group. To communicate effectively, the trainer should:

- Be sure that information is presented at an appropriate level, so that it is informative without being overwhelming.
- Develop a good relationship with the group so that they feel comfortable.
- Listen as well as talk. Active listening sends the message that the speaker is valued, respected, accepted, and understood. Active listening means paying close attention to what the speaker is saying and feeling and then stating back in your own words your understanding of the meaning and feelings.
- Be straightforward, nonjudgmental, tolerant.

Nonverbal Communication

If two messages—one nonverbal, the other verbal—are received at the same time, the nonverbal message is usually the strongest.

Personal appearance, such as clothing, hairstyle, and accessories, sends a message about you. Cleanliness, neat and pressed clothing, and only a mildly scented cologne give a professional image. Obvious displays of material wealth and status, such as expensive jewelry, can cause others to react defensively.

The major nonverbal ways to communicate are personal space, facial expression, tone of voice, eye contact, gesture, and touch.

Nonverbal signals are perceived in groups. Facial expression is the first signal to be noticed. A relaxed, pleasant expression, along with a voice tone that is calm, controlled, energetic, and enthusiastic—all of these show support. Eye contact is a must.

To seem personal, patient, and sincere, you should look at people instead of down at notes, attempt to connect physically through a handshake or gentle touch, and avoid frequently looking at your watch.

Techniques for Working with Diverse Cultures

The following techniques are recommended for trainers working with diverse cultural groups:

- Learn all you can about the target population. Especially try to understand reasons for habits that are unique or different.
- Include the target population in your planning.
- Value and respect cultural differences.
- Show an interest in individuals and the community.
- Communicate in the same natural manner you would use with others, but be aware of language problems. Speak slowly and allow extra time to communicate. Avoid slang and jargon.
- Use facial expression, tone of voice, hand movements, and reassurances to show emotion.
- Appreciate different ways of communicating.
- Be comfortable with silence and do not fill every gap in communications.
- Be open and direct in giving feedback.

- Talk about differences and address fears.
- Be tolerant of other value systems.
- Remember that all members of any group are not the same. Treat people as individuals. Identify by race or cultural origin only when relevant.
- Substitute substantive information for ethnic cliches.

Teaching Adults

One of your primary functions is to work with parents, and because adults learn in different ways from children, special skills are required.

Adults are used to making their own decisions and managing their lives, so they prefer to be independent and self-directing in learning experiences. Treating them as children is threatening and will interfere with learning.

Adults have a background of experiences which serves as a resource for learning. To ignore this experience may be seen as a sign of rejection of the person and will hinder learning.

Adults are ready to learn when they are confronted with personal problems that they must solve. Consequently, learning should deal with the individual's current problems or projects.

Adults are motivated to learn by a need for recognition and the desire for a better quality of life for themselves and their children.

Organizing Presentations

All presentations should be consciously divided into three parts: introduction, body, and conclusion.

Introduction:

- Introduce yourself or identify the speaker.
- Tell the group how they will benefit from the lesson.
- Describe the lesson.

Body:

- Develop the ideas mentioned in the introduction.

- Include at least one activity in which the group can participate.

- Encourage a comfortable relationship between the group and the leader to enhance participation and interaction.

Conclusion:

- Let the group know that the lesson is about to end.

- Make it clear that questions and comments are expected and welcome.

- Summarize the main points of the lesson.

Leading Group Discussions

Trainers should start discussions by emphasizing the importance of everyone's participation in the discussion. The following list details specific skills and actions to lead group discussions successfully:

- Tell the group what the rules are so all will know up front what is expected and allowed.

- Make people feel comfortable with the group by allowing social interaction.

- Tolerate silence. If you encourage participation and wait long enough, someone will eventually take responsibility for directing the discussion.

- Guide gently, encourage interaction. Facilitators ought not to allow themselves to become the focus of the group. Look away from speakers who speak only to you and not to the group. Wait for others to reply to the speaker. The trainer should participate only to refocus or guide discussion.

- Phrase questions so that they require more of an answer than yes or no.

- Control talkative participants by restating their ideas concisely, requesting that commentary be kept to a certain time limit, or if these fail, talking to the participant privately.

- Encourage silent members.

- To avoid side conversations between participants that disrupt the group, ask one of them an easy question.

- Discourage too much joking or wisecracking. Humor can relieve tension but, when overused, can take the focus off group issues.

- Help the group to stay on task by using a flip chart to jot down points.

- Avoid giving your opinion about ideas stated by the group as this will hinder open commentary. Especially avoid any comments that may be taken as disapproval, condescension, sarcasm, personal cross–examination, or self–approval. However, if valuable ideas are ignored because they are stated by only one person and then not supported by anyone else in the group, it may be necessary for you to support the idea.

FOODS AND HOLIDAYS

MEXICO

COMMON FOODS

FOOD	DESCRIPTION
FRIJOLES	Beans
TORTILLAS	Thin and made from cornmeal or flour
ARROZ	Rice with tomatoes, etc., or rice pudding
MAIZ	Corn
ENCHILADAS	Fried tortillas filled with meat or cheese
TORTA	Hollow roll stuffed with meat or cheese
QUESADILLA	Tortilla grilled with cheese
TACO	Folded tortilla filled with meat, cheese, and onions
MOLE	Spicy sauce
FRIJOLES REFRITOS	Refried beans, usually pinto
CHOCOLATE CALIENTE	Hot chocolate
PAN DULCE	Sweet bread
CHILES	Hot peppers
TOMATES	Tomatoes
CALABAZA	Squash, used in soups or stews
FRUTAS CITRICAS	Citrus fruit
FRUTAS TROPICALES	Tropical fruits–mango, papaya, banana
AGUACATE	Avocado
CANA	Sugar cane, husk removed, inner chewed
AGUAS FRESCAS	Beverage of water, crushed fruit
ATOLE	Sweetened gruel drink made from rice/ corn flour

HOLIDAYS	DATE	FOODS[1]
New Year's	December 30-January 1	Tamales, menudo
Carnival	The week before Lent	
Easter week		Capirotada/buñuelos
Corpus Christi (the body of Christ)	May or June	
Cinco de Mayo	May 5	
Independence Day	September 16	
Día de la Raza (Day of the Race, also Columbus Day)	October 12	
All Saints Day	November 1	
All Souls Day	November 2	Pan de muerto
Christmas	December 25	Tamales

[1] These charts on Common Foods and Holidays were developed with the intention of providing a framework for the trainers to create and expand their own charts, according to the participants' countries represented in their training sessions. Encourage the parents to add foods typical of their different cultures and customs to any of the sections in the charts.

Wherever a common food is named but the description is blank, this indicates that the items, ingredients, and preparation may differ in the country and the region. In such a case, and also wherever a food is not identified for a particular holiday, ask your audience to help fill in the blanks for their country of origin.

PUERTO RICO

COMMON FOODS	
FOOD	**DESCRIPTION**
ARROZ CON POLLO	Rice with Chicken
PLATANOS	Plantains
MARISCOS	Seafood
ARROZ CON GANDULES	Rice with Pigeon Peas
ARROZ CON HABICHUELAS	Rice with Beans
ARROZ CON HORTALIZAS	Rice with Vegetables
ARROZ GUISADO	Seasoned Rice
SANCOCHO	Meat and Vegetable Stew
FRICASE DE POLLO	Chicken Fricassee
HABICHUELAS COLORADAS GUISADAS	Stewed Red Beans
HABICHUELAS BLANCAS GUISADAS	Stewed White Beans
PESCADO EN ESCABECHE	Pickled Fish
GUANABANA	Sour Soup
CHAMPOLA	Milk and Fruit Beverage
PAPAYA	Papaya
MANGO	Mango
GUAYABA	Guava
ACEROLA	West Indian Cherry
CHINA	Orange
TORONJA	Grapefruit
GUINEO MADURO	Banana

PUERTO RICO *continued*

HOLIDAY	DATE	FOODS
New Year's	December 31, January 1	• arroz con gandules • pasteles • en hojas • Lechón en bara • plátanos (tostones) • guineos en escabeche • coquito (an eggnog-like drink made with coconut cream, eggs, cinnamon, and rum) • arroz con dulce (rice pudding) • tembleque (coconut custard) • dulce de lechoza o papaya • pescado en escabeche • mollejas de pollo (spicy chicken gizzards)
Three Kings' Day	January 6	
St. John's Day	June 24	
Good Friday	Floating	
Constitution Day	July 25	
Columbus Day	October 12	
All Saints Day	November 1	
All Souls Day	November 2	
Christmas Day	December 25	
Patron Saints Feast Days	Celebrated throughout the year in towns according to their patron saint	

COMMON FOODS OF EL SALVADOR

FOOD	DESCRIPTION
PUPUSAS	2 Tortillas filled with pork, cheese, or beans and served with a mixture of cabbage, carrots, onions, and vinegar
ARROZ CON TUNCO	Rice with pork
PLATANOS	Plantains
MARISCOS	Seafood
ARROZ	White rice with finely chopped vegetables
FRIJOLES	Red beans
TORTILLAS	Thick and made with corn
HUEVOS	Eggs
PAPAYA	Papaya
MANGO	Mango
BANANO	Banana
LIMONES	Limes
SANDIA	Watermelon
MELON	Cantaloupe

CENTRAL AMERICA *continued*

HOLIDAYS OF EL SALVADOR	DATE	FOODS
New Year's	30 December, 1 January	tamales
Easter Week		
National Celebration Week	1-6 August	
Independence Day	15 September	
Christmas	25 December	tamales

COMMON FOODS OF GUATEMALA	
FOOD	**DESCRIPTION**
TAMALES	
ARROZ	White rice
PLATANOS	Plantains, served with honey or cream
FRIJOLES	Black beans
TORTILLAS	
FIAMBRE	Cold dish made with a mixture of meats, seafood, and vegetables
PEPIÁN	Pork or chicken with pumpkin and sesame seeds in a thick sauce
CHILES RELLENO	Peppers stuffed with pork
CARNE GUISADA	Stewed meats usually served with a sauce
PAPAYA	Papaya

HOLIDAYS OF GUATEMALA	**DATE**	**FOODS**
New Year's	30 December, 1 January	• tamales • pavo relleno (turkey)
Easter Week Friday:		On Good Thursday and Bacalao (cod fish with tomatoes, onions, green peppers, and potatoes)
Corpus Christi (the body of Christ)	from June through November depending on region	buñuelos (fried cakes with honey)
Independence Day	15 September	
Día de la Raza (Day of the Race, also Columbus Day)	12 October	
All Saints Day	1 November	fiambre
Christmas	25 December	• tamales • buñuelos

COMMON FOODS OF HONDURAS	
FOOD	**DESCRIPTION**
FRIJOLES	Beans
TORTILLAS	
ARROZ	Rice
MAIZ	Corn
TAPADO	Beef/vegetable stew made with coconut milk
SOPA DE MONDONGO	Soup with tripe and beef knuckles
NACATAMALES	Pork tamales
SOPA DE FRIJOLES	Bean soup
CARNE ASADA	Grilled meats
PLATANOS FRITOS	Fried plantain served with a salad
QUESO Y AGUAGATE	Cheese and avocado salad
PAN DE COCO	Coconut bread
ROSQUILLA EN MIEL	Cornmeal doughnuts in honey
TORREJAS	Similar to french toast
BATATA	White sweet potato
POPOGIOS or CHARRAMUSCA	Frozen fruit juice in a plastic bag
BANANO (GUINEO)	Banana
PIÑA	Pineapple
MANGO	Mango
FRUTAS CITRICAS	Citrus fruits
MELON	Melon

HOLIDAYS OF HONDURAS	DATE	FOODS
New Year's	30 December, 1 January	• tamales • turkey • pork • gallina rellena (stuffed chicken)
Easter Week		
Independence Day	15 September	
Día de la Raza (Day of the Race, also Columbus Day)	12 October	
Christmas	25 December	• tamales • torrejas

COMMON FOODS OF NICARAGUA	
FOOD	**DESCRIPTION**
FRIJOLES	Beans
TORTILLAS	
ARROZ	Rice
MAIZ	Corn
ENCHILADAS	
MONDONGO	Tripe and beef knuckles
NACATAMALES	Tamales with meat, vegetables, and spices
CASAMIENTO	Rice cooked with beans
BAHO	Meat, vegetables, and plantain
VIGORÓN	A mixture of yucca (a root vegetable), cabbage, tomatoes, and peppers
PLATANOS FRITOS	Fried plantain
FRUTAS TROPICALES	Tropical fruits

HOLIDAYS OF NICARAGUA	DATE	FOODS
New Year's	30 December, 1 January	tamales
Easter Week		
Independence Day	15 September	
Día de la Raza (Day of the Race, also Columbus Day)	12 October	
Feast of the Immaculate Conception	8 December	
Christmas	25 December	tamales

COMMON FOODS OF COSTA RICA	
FOOD	**DESCRIPTION**
GALLO PINTO	Rice with Beans
CASADO	Rice, meat, beans, eggs, and plantain
OLLA DE CARNE	Beef stew with vegetables
POZOL	Corn soup with pigs' feet
AGUA DULCE	Sweetened water

HOLIDAYS OF COSTA RICA	**DATE**	**FOODS**
New Year's	30 December, 1 January	Tamales
Easter		• Tamales • Dulce de Chiverre (pumpkin dessert)
Independence Day	15 September	
Día de la Raza (Columbus Day)	12 October	
Christmas	25 December	• tamales • turkey

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APPENDIXES

Appendix A

English Translation of
La Buena Nutricion Promueve La Salud
Nutrition Education Videos

THE NOVELA

SCENE 1. EXT. INNER CITY NEIGHBORHOOD, AFTERNOON

(It is a lower income street lined with two rows of old three- story brick houses and brownstones facing each other. Despite the grittiness of the facades, there is a sign of joyful life in the center of the closed street (with police lines at each end of the block) . Beautiful children of color energetically play a game of hopscotch (also known as potsy) . Next to them there is an adorable little dog. MONICA (5) of light olive complexion stands on one leg in perfect balance. She picks up a flat white stone from the number ten square of the figure outline, chalked on the pavement. As MONICA hops back to the starting box, the other kids cheer her on. PEDRITO (5) , short and frail, looks rather small for his age. He stares quietly at a tall African- American boy's (10) agility on the ground. MONICA pats him on the shoulder, a gesture of encouragement. A chunky mestizo girl (8) hops on two feet . . . bends over for the stone . . . picks it up . . . jumps up on one foot . . . stumbles and comes crashing down on the ground. The stone flies away from her hand.)

MONICA and the **AFRICAN-AMERICAN**: Butter finger, butter fingers!

(The girl gets up and wipes her knees.)

FRONT OF BUILDING

(A woman at the top of the entrance of the building, observing the scene, starts to get agitated and waves her fists at the kids.)

WOMAN: Who are you callin' butter ball?!

ANGLE - STOOP

[Two attractive women sitting on the top step look up toward the pretty picture. They are CARMEN (early 30's) and OLGA (20's) .]

CARMEN: Mira mujer, take it easy it's part of the game! (to the kids) Hey, you're all right? Mónica, Pedrito?

(The girl nods as MONICA helps brush off her back.)

CARMEN: You see . . . everything's fine.

OLGA: Everything's fine except her figure.

(The two chuckle, but CARMEN slaps OLGA on the lap.)

CARMEN: Shhh . . . you could use a little trimming yourself.

OLGA: Yeah right! Ms. Nutrition.

CARMEN: Good nutrition promotes health.

OLGA: Okay, stop lecturing me now.

CARMEN: So you'd rather have her teach you a lesson?

OLGA (wide-eyed and smiling): No, no . . . lecture me, lecture me!

CARMEN: Ahhh . . . !

(They both laugh)

MONICA: It's your turn, Pedrito.

(PEDRITO looks around nervously. He takes a deep breath and hesitatingly walks to the starting point. After his second hop, he shakes his head. He hops a little more . . . reaches the last two squares and turns around almost falling, off balance. Poor PEDRITO is hyperventilating. As his face gradually grows pale, MONICA and the kids egg him on. More kids approach. They contribute to the cheering.)

IN A MONTAGE SEQUENCE

(Close on: All the faces, hands clapping and stomping of feet of the kids. Woman calling her chunky girl. CARMEN and OLGA having a heated discussion and pointing at the kids. MONICA looking around. OLGA slowly walking down the stoop. CARMEN following her.)

(PEDRITO hops a couple more times. He gives up, walks to the sidewalk curb and sits down underneath a tree. He puts his head down over his arms and knees.

WOMAN: Be quiet! . . .

(MONICA comes over to him. The other kids resume their hopscotch game. OLGA and CARMEN approach in a rush.)

OLGA: Pedrito, my love, what's the matter?

MONICA: He's tired . . .

(PEDRITO nods.)

CARMEN: Well, don't you worry. I got a nice and tasty energizer for you.

(CARMEN reaches into her straw shoulder bag. She takes a small plastic bag with something inside like candy. The plastic bag holds raisins and pineapple juice. PEDRITO shakes his head.

MONICA grabs a handful of raisins and a can of pineapple juice. She chews on them delightedly.)

MONICA: Have some, Pedrito—they taste great.

(PEDRITO takes some. He slowly puts them in his mouth. His face awakens with a burst of color and glee.)

OLGA: You like it, honey?

CARMEN: Of course, it's much better than all that junk food!

OLGA: That don't help your health?

CARMEN: Candy and chips don't leave room for healthy foods.

(The children playing hopscotch in the background are heard cheering loudly.)

SCENE 2. EXT. A STORE FRONT OR "BODEGA, A LITTLE LATER.

CLOSE ON: AN ARRAY OF FRUITS AND VEGETABLES

(CARMEN, OLGA, and the children picking out fruits and vegetables, oranges, bananas, peaches, potatoes, and broccoli. They may pick one up, see it isn't good, pick up another, smile.)

CARMEN: What's fantastic is that the vitamin C in these fruits and vegetables, helps absorb iron from any food.

MONICA (smiling) : Like beans . . !

OLGA: . . .but Pedrito doesn't like beans.

CARMEN: Pero Nena! Get creative. Mash them for using as a snack with corn tortillas or crackers. Tell Pedrito it'll do for him, what spinach does for Popeye. . .

(PEDRITO, who is listening, hides inside a milk crate.)

OLGA: I try my best, believe me. This kid gives me a hard time. You see him now . . . the minute he gets home, he'll want potato chips and candies.

CARMEN: Your problem with Pedrito is that you're not really careful about YOUR eating habits. If he sees you and Enrique having healthy food...

OLGA: Wait a minute, Enrique's changed his food habits. He's even learning to cook! He's worried about gaining weight.

CARMEN: Imagine!...You know, he used to believe that being fat was the same as being healthy. If Pedrito sees you eating healthy, he'll do the same. You have to use less sugar and fatty foods. . .look, just follow these words of advice and you'll have a happier, healthier child.

OLGA: You're right. . .it's that I get careless sometimes. Good! No, more excuses: Good nutrition promotes health.

SCENE 3. INT. CARMEN'S APARTMENT KITCHEN, LATER

(At the dining table, which is embellished with a bowl of fruits, OLGA helps PEDRITO and MONICA paste different pictures of foods onto the pyramid. CARMEN and OLGA are drinking coffee with milk, while the children are having crackers with milk. Both mothers are admiring the children's work.

OLGA: Oye, Carmen, it's amazing how Monica has changed and how healthy she looks. She is not as fat as she used to be. What did you really do to change her eating habits? It's unbelievable how she always has lots of energy.

CARMEN: We thought she'd lose weight with the exercise, but she lost interest in her grandma's Salsa lessons—she just didn't have energy to keep up. "Bendito, " I freaked out when Mrs. Lopez at the Center told me Monica had anemia!

MONICA: I hate that word already!

CARMEN: You know why she had it?

OLGA moves her mouth with the answer on the tip of her tongue.

CARMEN: Because she lacked. . .

(OLGA beats her to it.)

OLGA: Iron!

CARMEN: Yes!. . .

OLGA: It's so strange that you could be fat, but yet have anemia. I could understand Pedrito's weakness a lot easier than obesity and malnutrition. He's as thin as spaghetti, you can almost see his bones!

CARMEN: You should have seen Monica dancing with Mami. . . magnificent!. . . you know how hard it is even for us to dance with Doña Paula?

SCENE 4. INT. CARMEN'S BACKYARD, EARLY AFTERNOON, FLASHBACK

BEGIN FLASHBACK—On the back porch of Carmen's apartment, MONICA dances with her grandmother PAULA (early 50's) , a tall big- boned woman with dark Latin features. She displays a great deal of energy and talent as she sweeps the floor with her swift Salsa routine. MONICA keeps her company for awhile. Later she sits on a window seat partially illuminated by the sun. She looks out into the light with a healthy glare in her eyes and eats a tomato. END FLASHBACK.

BACK IN CARMEN'S KITCHEN

CARMEN: I'm sure that with a good diet and exercise these kids will grow up healthy. . .

(MONICA walks over, picks up the box of cereal, looks at it intently for a moment and puts it down.)

CARMEN: Good girl, Monica, you've really learned that even good food in excess is bad.

(MONICA smiles at her mother and skips off to play with PEDRITO. CARMEN turns to OLGA.)

OLGA: Remember how Dolores used to let Miguelito walk around with milk in a baby bottle when he was younger, until Mrs. López at the Center told her that could cause baby bottle tooth decay and cavities.

CARMEN: What you have to remember is that sugars even the natural ones like in milk and juice badly affect children's teeth by giving them cavities, right?

OLGA: I know. . . got to be careful with milk consumption, especially flavored milk.

(She pets PEDRITO's hair and smiles proudly.)

CARMEN: I give Monica 2 cups of milk a day. This way we leave room for healthy snacks and meals.

OLGA: With all this food talk, what I'm really getting is hungry! (looking at the table.) What's for dinner tonight?

CARMEN: Don't you have to go and cook for your family?

OLGA: No, Enrique told me he's cooking beef stew with green vegetables and rice. I think I'll go shopping for more vegetables and maybe I'll pick up a pumpkin (playfully) . This way he'll cut down on the meat. When it's

time, we'll put Pedrito to bed. Then Enrique and I. . . will celebrate our new healthy diet.

(She throws her arms in the air. The children laugh and get up to play.)

CARMEN: Oh, please. . .

OLGA: Are you jealous?

CARMEN: Jealous of what?

OLGA: My husband helping me out around the house.

CARMEN: I'm self- sufficient "querida"!

OLGA: (nodding with respect) : I know. . .

CARMEN: . . .plus I have the help of mami, who supervises things here and there for me. . .

(Suddenly, a rhythmic knock is heard on the door. The children run around the table in a burst of energy. CARMEN walks out of the kitchen. In the corridor, she passes by a poster of "El Morro, " the Spanish fortress in Puerto Rica, Camera stays on the vibrant picture.)

CARMEN (off- screen) : Who is it?

DOLORES: It's me Dolores and Miguelito!

(CARMEN opens the door. It's DOLORES (early 20's) and son MIGUELITO (4) . She wears a big, bright smile from ear to ear. MIGUELITO appears in the door frame. He is carrying a big brown bag. He walks in after his mom. MONICA comes to see who has arrived.)

MIGUELITO (to MONICA) : Hi! Chiquita Bonita!

(CARMEN opens up her mouth speechlessly. She smiles.)

BACK TO KITCHEN:

DOLORES, MIGUELITO, MONICA, and CARMEN enter. PEDRITO greets him with a monkey act, MIGUELITO "moos" like a cow and MONICA hands them bananas from the table. The women laugh.

DOLORES: So how are you doing, Olga?

OLGA: Good. . .we thought about you just a few minutes ago.

DOLORES: I hope good things!

OLGA: Relax "mujer, " we were only discussing "Good nutrition promotes health!

DOLORES (excitedly) : That's why I'm here. . .tomorrow begins the Latin Roots Festival. We have to start brainstorming for our different menus.

CARMEN (proudly) : Right. . . well, I already have ideas for the Puerto Rican menu.

(CARMEN moves over to the table and clears the coffee cups. The children are still engaged in their play.)

DOLORES: We should economize when we put them together.

OLGA (to CARMEN) :Have you noticed that Dolores is now the neighborhood consumer expert since she attended the classes at the center.

DOLORES: Yes. . .!

(CARMEN grabs MIGUELITO's brown bag.)

CARMEN: So what trick do you have in here today?

CLOSE ON: DOLORES opening the bag and taking out a set of six plastic cones, which looks like an ice cube maker. Each cone has a bright color plastic cover with a stick or skewer to hold the frozen treat. The women and children react with "ohs and wows."

DOLORES: I prefer to make them instead of buying an expensive package of ice cream or ices, which contain a lot of fat and sugar.

BEGIN FLASHBACK:

INT. DOLORES' APARTMENT, KITCHEN, EARLIER

DOLORES goes through the steps of preparing popsicles for MIGUELITO. He helps her in amusement. They slowly pour grape juice in the cones and paper cups. DOLORES puts the set in the freezer. A Mexican Ranchera is heard from a small radio on the cooking counter. MIGUELITO paces to and fro in front of the refrigerator with fresh oranges in his hands. His movements are in sync with the "oom pah pah" beat. DOLORES' takes out the cones. . . gently pulls out a popsicle and hands it to MIGUELITO. He puts it to his mouth. . .licks his lips. . . smiles, and skips away in glory.

VOICE OVER (above scene)

DOLORES: . . .It's easy, you fill it up with fresh fruit juices. . .put it in the freezer. . . patiently wait a few hours. . .and that is it!

BACK TO CARMEN'S KITCHEN

DOLORES: The exciting part is to introduce new fruits to the kids according to what's in season and on sale. Little by little, you give them a different fruit. The same with vegetables. . .

(CARMEN grabs the set of cones and looks at them.)

CARMEN: This is a marvelous idea. ..

OLGA: You'll see Pedrito. Now you're going to feel like a champion. . . but don't forget to brush your teeth after every meal. Especially after eating candy.

CARMEN: Okay now, what about our menu?

DOLORES: . . .vegetables?

OLGA and CARMEN: Yes! for all three menus.

DOLORES: Burritos?

OLGA and CARMEN: For Mexican Day!

DOLORES: Rice and beans?

CARMEN: For Puerto Rican Day

DOLORES: Some meat for iron?

EVERYONE: Yes. . .!!

DOLORES: Okay, okay, we'll cook the meat without too much fat.

(CARMEN and OLGA put their hands on their hips and wait, make eye contact and nod.)

OLGA: Mrs. López at the Head Start Center said to be careful with how we cook our food, you know, like try baking or broiling instead of frying. . .and to control the amounts of mayonnaise, butter, margarine, oils, . . .

CARMEN and DOLORES: Lard.

OLGA: I know, I know. . .Pedrito, let's brush our teeth.

SCENE 5. INT. SUPERMARKET, PRODUCE SECTION, DAYS LATER

(The three mothers are picking out vegetables. CARMEN goes through luscious tomatoes and carrots which are kept fresh and moist under a mist of water. OLGA puts string beans in a plastic bag. She picks a beautiful bright green pepper and gently places it against her cheek with her eyes closed. DOLORES carries a big bag of potatoes. She approaches CARMEN and OLGA, holding the bag with two hands.)

OLGA: It's a good thing we're cooking for a lot of people, that way we can save money.

DOLORES: Generally, it's less expensive this way, if you use it all. But one time I bought this same 10 pound bag and cooked 5 pounds of it. Over time, the other 5 pounds spoiled.

CARMEN: You threw away half the money down the tubes.

DOLORES: The worst part was that I made French fries and gained a lot of pounds myself.

OLGA: Very smart? You paid the full price to look like a sack of potatoes.

DOLORES: Ha ha ha. . .it wasn't just the potatoes, it was all of the fried foods that did it!

(OLGA and CARMEN laugh. They hold their vegetables on their heads and dance around DOLORES, a la Carmen Miranda and Dolores del Rio. DOLORES raises the bag of potatoes as if she's ready to toss it to cease the teasing. She chases the women down the aisle. She stops.)

DOLORES: You're lucky it's Mexican day at the Center today.

SCENE 6. INT. OLGA'S APARTMENT, KITCHEN

(ENRIQUE (late 30's) , tall. He is working at the stove. His arms move gracefully like some sort of gourmet magician. OLGA enters the kitchen carrying a big brown bag. She walks slowly and quietly toward her new found chef. He hears her and quickly turns around. He's holding a wooden spoon in one hand and a bunch of celery in the other. OLGA dashes to the cooking counter. She takes out a bunch of spinach from her bag. The husband in response turns and shows her the spinach he bought. Olga takes out carrots. He in response shows her an even bigger carrot. She reciprocates his generosity with a yucca. This sweet silent game of show-and- tell goes on a little longer until ENRIQUE dips the spoon in a simmering pot and reveals. . .he gives her the spoon to taste. Husband and wife laugh and romantically embrace. They dance in the kitchen together.

FADE TO BLACK.

FINAL SCENE OF MEXICAN-AMERICAN VIDEO

SETTING: Head Start Center in Houston, Texas. Scene consists of voiceover during a montage of scenes featuring preparation of food and decorations by parents and children for Latin Roots Festival and then ending with the festival itself.

VOICE OVER:

At Beginning of Montage:

Here at the Head Start Center, the children are learning about eating healthy while they prepare for the Festival of Latin Roots. Activities include art, song, and dance.

Fruit Salad Preparation Sequence:

By letting the children help with the preparation and talk about the different typical foods of Mexico, they will be more eager to try a variety of healthy foods.

Arts and Crafts Segment:

Each child becomes involved, as the children work in small groups with parents and teachers as they prepare for the festival.

Parent Preparation Sequence:

Parents help celebrate and share their culture by preparing authentic foods in healthy ways, such as a salad featuring a wide variety of favorite foods.

Food Table:

These traditional dishes, such as (foods are listed as camera pans table) were prepared in healthy ways, using lots of vegetables, leafy greens, less salt, and no lard.

Serving/Eating Scene:

Through your involvement in the festival, celebrating healthy foods and customs of Mexico, you are strengthening your family's cultural pride and sense of community—while helping to ensure a healthy future for your children.

FINAL SCENE OF PUERTO RICAN VIDEO

SETTING: Head Start Center in New Haven, Connecticut. Scene consists of voiceover during a montage of scenes featuring preparation of food and decorations by parents and children for Latin Roots Festival and then ending with the festival itself.

VOICE OVER:

At Beginning of Montage:

Here at the Head Start Center, the children are learning about eating healthy while they prepare for the Festival of Latin Roots. Activities include art, song, and dance.

Fruit Salad Preparation Sequence:

By letting the children help with the preparation and talk about the different typical foods of Puerto Rico, they will be more eager to try new, healthy foods.

Napkin Rings:

Each child becomes involved, as the children work in small groups with parents and teachers, enjoying art experiences, song, and dance while they prepare for the Puerto Rican festival.

Parent Preparation Sequence:

Parents help celebrate and share their culture by preparing authentic foods in healthy ways, like using lots of fruits and vegetables, dark leafy greens, less salt, and no lard.

Food Table:

Families, children, and teachers enjoy traditional dishes, such as (list as camera pans table).

Serving/Eating Scene:

Through your involvement in the festival, celebrating healthy foods of Puerto Rico, you are strengthening your family's cultural pride and sense of community—while helping to ensure a healthy future for your children.

FINAL SCENE OF CENTRAL AMERICAN VIDEO

SETTING: Head Start Center in Falls Church, Virginia. Scene consists of voiceover during a montage of scenes featuring preparation of food and decorations by parents and children for Latin Roots Festival and then ending with the festival itself.

VOICE OVER:

At Beginning of Montage:

Here at the Head Start Center, the children are learning about eating healthy while they prepare for the Festival of Latin Roots. Activities include art, song, and dance.

Fruit Salad Preparation Sequence:

By letting the children help with the preparation and talk about the different typical foods of Central America, they will be more eager to try a variety of healthy foods. Each child becomes involved, as the children work in small groups with parents and teachers while they prepare for the Central American festival.

Exercise Segment:

Not only are children learning about being healthy through the foods they eat, but they are learning about the importance of keeping their bodies healthy through exercise.

Parent Preparation Sequence:

Parents help celebrate and share their culture by preparing authentic foods in healthy ways, like using lots of fruits and vegetables, dark leafy greens, less salt, and no lard.

Food Table:

Families, children, and teachers enjoy traditional dishes, such as (list as camera pans table).

Serving/Eating Scene:

Through your involvement in the festival, celebrating healthy foods of Central America, you are strengthening your family's cultural pride and sense of community—while helping to ensure a healthy future for your children.

APPENDIX B

ENGLISH TRANSLATION[1] OF LA
BUENA NUTRICION PROMUEVE LA SALUD
NUTRITION EDUCATION CALENDAR

JANUARY

Photograph: Children playing with a Food Guide Pyramid toy
Theme: Good nutrition promotes health.
Tip: For good nutrition, eat a variety of foods every day.

Recipe: **Rice with Chicken** (6 servings)

Ingredients:

2 tablespoons vegetable oil
2 pounds chicken breasts and legs, skinned
2 cups water
2 tomatoes, peeled and chopped
3/4 cup chopped green pepper
1/2 cup chopped onion
1/4 cup chopped cilantro
2 cloves garlic, crushed
2 teaspoons salt
2 cups rice, long grain
1 8-ounce can sweet peas, undrained
4 ounces green olives
1/4 cup raisins

Preparation:

In a large skillet, heat oil and brown chicken on medium heat. Add water, tomatoes, green pepper, onion, garlic, cilantro, and salt; lower heat. When chicken is cooked, remove from skillet and refrigerate.* To sauce in the skillet, add rice, sweet peas, and olives. Cover skillet and cook on low heat until rice absorbs sauce, 15 to 20 minutes. Add cooked chicken and raisins and cook for 15 more minutes.

* Supplemental materials packet will provide information on food–borne illness for a discussion of the importance of following practices that will keep food safe.

FEBRUARY

Photograph: Demonstration of iron- rich recipe, Gallo Pinto
Theme: Iron helps to prevent anemia.
Tip: Foods that contain iron are: legumes (for example, beans), meat, seafood, dark green leafy vegetables, whole grains, enriched bread, and dried fruits.

Recipe: **Gallo Pinto** (6 servings)

Ingredients:

1 tablespoon vegetable oil
2 cups rice, uncooked
1/2 cup chopped onion
1/2 small green pepper, chopped
2 teaspoons salt
3 cups hot water
1 tablespoon vegetable oil
1/2 cup chopped onion
1/2 small green pepper, chopped
1 clove garlic, mashed
1 teaspoon oregano
1 tablespoon chopped parsley or cilantro
2 cups black beans, cooked and drained

Preparation:

In a large pot, heat 1 tablespoon oil; add rice, 1/2 cup onion, and 1/2 cup green pepper, and salt. Cook on low heat for 5 minutes, stirring constantly. Add 3 cups hot water. Cover and cook on low heat for 25 minutes. While rice mixture is cooking, heat remaining 1 tablespoon oil in a skillet on low heat. Add remaining onion and green pepper, garlic, oregano, and parsley or cilantro. Cook for 1 minute. Add beans and stir constantly for 5 minutes or until beans are almost dry. Add to cooked rice and mix well.

MARCH

Photograph: Mothers examining reduced- fat dairy products.
Theme: Limit fats and oils for cooking.
Tip: Foods containing considerable amounts of fat are: lard, pork back, bacon, butter, margarine, cream, and fried foods.

Recipe: **Meat and Vegetable Stew (Sancocho)** (8 servings)

Ingredients:

1 pound lean stew beef, cut into 1-1/2-inch cubes
3 tablespoons sofrito
1/2 pound yuca, peeled and cut into medium pieces
2 green plantains, peeled and cut into medium pieces
1/2 pound potatoes, peeled and cut into medium pieces
1/2 pound sweet potatoes, peeled and cut into medium pieces
1/2 pound calabaza, peeled and cut into medium pieces
2 ears corn, cut from cob, fresh or frozen
1 cup cooked chickpeas
1/2 cup tomato sauce
2 teaspoons salt

Preparation:

In a large pot, cook ground beef and sofrito on low heat until beef is brown. Add vegetables, chickpeas, tomato sauce, salt, and water to cover. Simmer for about 45 minutes or until vegetables are tender.

Recipe: **Sofrito (Seasoning Mixture)**
Makes about 2-1/2 cups

Ingredients:

1/2 pound plum tomatoes
10 cloves garlic, peeled
1/2 pound onions, peeled and chopped
1/2 pound green peppers, seeded
1/4 pound sweet chili peppers, seeded
30 sprigs cilantro
20 sprigs culantrillo (maidenhair, an edible fern)

Preparation:

Wash ingredients. Cut in pieces. Put tomatoes in a blender and use "chop" setting. Add remaining ingredients and chop. Put sofrito in a container with a lid and store in the refrigerator for up to 4 days or freeze.

APRIL

Photograph: Parents and children dancing
Theme: Regular exercise can help prevent overweight.
Tip: Maintaining proper weight may help to avoid or control diabetes and high blood pressure.

Recipe: **Fish with Tomatoes** (8 servings)

Ingredients:

1 teaspoon salt
2 pounds cod fish, 1-inch fillets, cleaned, fresh or frozen
1/4 cup olive oil
6 medium tomatoes, sliced
3 medium onions, sliced
2 cloves garlic, crushed
1 lime

Preparation:

Sprinkle salt and lime juice over fish and let stand in refrigerator for 1 hour. In a skillet, heat oil on medium heat and add tomatoes, onions, and garlic. Stir. Add fish; cover and cook on low heat for 15 minutes or until fish is done. Serve with rice.

MAY

Photograph: Child being measured
Theme: Children need calcium for normal growth and to maintain strong bones and teeth.
Tip: Increase calcium in your diet by using milk, cheese, yogurt, vegetables (especially broccoli and dark green ones), breads, and cereals.

Recipe: **Orange Shake** (4 servings)

Ingredients:

3 cups cold water
1 cup powdered skim milk, dry (or 1 quart fresh skim milk)
6 ounces concentrated orange juice, frozen
8 ice cubes
sugar to taste

Preparation:

In a bowl, mix water and powdered milk together. Pour into a blender. Add orange juice and ice cubes. Blend well.

In place of frozen orange juice concentrate, choose from a variety of fruits such as papaya, cherries, melon, ripe bananas, zapote, guanabana, strawberries, and pineapple. Replace 6 ounces of frozen orange juice concentrate with 2 cups cut-up fruit. Follow directions as above.

JUNE

Photograph: Mother and child preparing fruit together.
Theme: Fruits and vegetables are good sources of vitamins and fiber.
Tip: Vegetables and fruit are tastier and more economical in season.

Recipe: **Five a Day Fresh Fruit Salad** (4 Servings)

Ingredients:

1 cup pears, cut into pieces
1 cup strawberries, cut into pieces
1 cup melon, cut into pieces
1 cup bananas, cut into pieces
1/2 cup raisins
1 cup low-fat yogurt

Preparation:

Mix all ingredients in a bowl.
Other fruits may be used in this recipe.

JULY

Photograph: Child drinking a glass of water
Theme: Drink plenty of water, especially during hot weather.
Tip: Fruit juices provide vitamins and minerals.

Recipe: **Fruit Smoothies** (4 servings)

Ingredients:

2 cups any combination of fruit cut into pieces such as quince, blueberries, cherries, papaya, pineapple, prickly pear, mango, melon, strawberries
1 cup of water
8 ice cubes
sugar to taste, if needed

Preparation:

In a blender, blend fruit, ice cubes, water, and sugar if needed. Blend until smooth.

If you want a Mexican-style "agua fresca," pour the above into a half-gallon jar and add enough water to fill the jar.

Cooked Fruit Smoothies:

Peel 2 quinces and cut into pieces. Put in a pot and add water to cover. Boil for 15 minutes. Add two peeled and cored apples cut into pieces. Boil for 5 more minutes. Drain water and cool. Mix in the blender until smooth. Empty into a large jar. Add sugar to taste and enough water to make a half gallon.

AUGUST

Photograph:	Mother offering fruit to child.
Theme:	Offer a variety of nutritious snacks, low in fat, salt, and sugar.
Tip:	Fruits and vegetables make healthy snacks.
Recipe:	**Black Bean Spread** (4 servings)

Ingredients:

1 16-oz can of black beans
1/2 cup finely chopped tomatoes
1/2 cup finely chopped onion
1 clove garlic
1/2 cup chopped cilantro

Preparation:

In a bowl, mash beans with a fork. Add tomatoes, onion, garlic, and cilantro. Blend well. Or, use a blender, putting in all ingredients at once. Serve with raw vegetables cut into bite-sized pieces such as carrots, celery, cauliflower, broccoli, green pepper, and cucumber.

SEPTEMBER

Photograph: Mother and child working on grocery list.
Theme: Planning your meals saves time and money.
Tip: Children learn by observing you. Set a good example.

Recipe: **Meat and Bean Tacos (Burritos)** (6 servings)

Ingredients:

3/4 pound lean ground meat
1 medium finely chopped onion
1-pound can pinto beans
1/4 teaspoon chili powder
12 flour tortillas
1 cup diced tomatoes
1 cup shredded lettuce
1/2 cup shredded part–skim mozzarella cheese
3/4 cup taco sauce

Preparation:

In a skillet, cook ground beef and onion on low heat until beef is brown (no pink color). Drain fat. Add beans and chili powder to beef. Simmer for 20 minutes. Warm each tortilla on each side on a griddle without oil over low heat to make them soft. Put about 1/3 cup of the beef and bean mixture down the center of each tortilla. Add tomato, lettuce, cheese, and taco sauce. Foldover to serve.

OCTOBER

Photograph: Mother helping child wash hands
Theme: Enjoy good health, handle foods correctly.
Tip: Wash your hands before and after preparing and eating food.

Recipe: **Chicken Fajitas** (8 servings)

Ingredients:

2 pounds chicken breasts, deboned and skinless
1/2 cup lime juice
1/2 cup chopped cilantro
2 teaspoons cumin
1 teaspoon salt
1/2 teaspoon pepper
16 flour tortillas
1 cup taco sauce
4 tablespoons vegetable oil

Preparation:

Cut chicken into 1/2–inch strips. In a bowl, mix chicken with 6 tablespoons lime juice, cumin, salt, and pepper. Put bowl in refrigerator for 10 minutes. In another bowl, mix taco sauce, 2 tablespoons lemon juice, and cilantro. Heat oil in a skillet on medium–high. Cook chicken for 5 minutes, stirring constantly, or until juices from chicken are clear, not pink. Serve with tortillas and taco sauce.

NOVEMBER

Photograph: Infant drinking from a cup
Theme: Teach your children to take care of their teeth from infancy.
Tip: To help prevent cavities, do not put your child to bed with a bottle. Feed
them with a cup from the age of six months.

Recipe: **Red Bean Stew** (8 servings)

Ingredients:

1 pound red beans
8 cups water
1/2 pound green or yellow squash, peeled and cut into pieces
1/4 cup chopped tomato
2 tablespoons sofrito
1 teaspoon salt

Preparation:

Wash beans and soak in water for 4 to 5 hours. Drain water. Add 8 cups new water to beans. Bring beans to a boil. Reduce heat and cook for about 1 hour or until beans are tender. Add squash, tomato, sofrito, and salt. Cook for about 5 minutes until squash is done.

For small children, you can make a thick soup from the bean stew by mash ing the stew with a fork or in a blender.

DECEMBER

Photograph: Family eating Christmas dinner
Theme: By sharing your traditions with your children, you stimulate interest in their culture.
Tip: Let's maintain our tradition—exercise and good nutrition.

Recipe: **Rice Pudding** (6 servings)

Ingredients:

1 cup rice, uncooked
4 cups warm water
1 13-ounce can evaporated skim milk
2 sticks cinnamon or 1/2 teaspoon ground cinnamon
1-1/2 cups skim milk
3/4 cup sugar
1/2 cup raisins

Preparation:

In a large pan, cook rice in water with cinnamon. Cover and boil on moderate heat for 15 minutes. Add evaporated milk, skim milk, sugar, and raisins. Cook on low heat for 20 minutes, stirring constantly with a wooden spoon.

USER RESPONSE

Information on your use of this guide will be helpful to us. This sheet becomes a self- mailer when you fold it with the Food and Consumer Service address on the outside and tape it closed.

Please rate the parents' overall response to the lesson themes:

Nutrition Theme	Information Useful	Information Not Useful	More Information Needed
1. Good Nutrition Promotes Health			
2. Iron Helps to Prevent Anemia			
3. Limit Fats and Oils for Cooking			
4. Regular Exercise To Keep Trim			
5. Calcium for Growth, Bones, Teeth			
6. Fruits, Vegetables for Vitamins, Fiber			
7. Drink Plenty of Water			
8. Offer Nutritious Snacks, Low in Fat, Salt, Sugar			
9. Planning Meals Saves Time, Money			
10. Hand Washing			
11. Care of Teeth from Infancy			
12. Share Cultural Food Traditions			

What additional nutrition topics would parents like to have more information about?

Please rate your response to the program materials:

Materials	Met Needs of Trainer		Met Needs of Parents	
Training Guide	Yes ☐	No ☐	Yes ☐	No ☐
Video	Yes ☐	No ☐	Yes ☐	No ☐
Calendar	Yes ☐	No ☐	Yes ☐	No ☐

Other Comments:

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FOOD AND CONSUMER SERVICE
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Please answer these questions:

1. How many parent meetings were held to provide lessons from *Padres Hispanos En Accion* materials to Hispanic parents at your Head Start Center? ____

2. How many parents participated in the meetings? ____

3. Did you include a "Festival" event for parents and children? Yes____ No____

4. What follow-up educational activities have you planned (or held already) ?

5. Other comments

PLEASE DO NOT STAPLE PUT TAPE HERE

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